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Spring 2021

HUM 102-004: Writing, Speaking, Thinking II

Debjani Banerjee

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Humanities 102.04
Writing, Speaking, Thinking

Professor:	Dr. Debjani Banerjee	Office Hours:	Fri 10:00AM-11.00 AM [by appointment and on line]
Office:	On line (Webex meeting)		
Phone:	201 889 9420	(text only)	
Term:	Spring 2021		
Email:	banerjee@njit.edu		

Course Format and Objectives

Meeting Times:

HUM 102-04: Wednesday/Friday 7.30 PM – 8:50 PM

Prerequisites: Permission of the Humanities Department required. Entrance is determined by placement score or completion of HUM 101 with a grade of C or better.

Course Description

HUM 102 is an introduction to writing using both primary and secondary sources. While building on the skills you learned and practiced in HUM 101, HUM 102 asks you to develop research questions, find and cite sources, conduct your own primary research, and synthesize elements of research into coherent wholes. To do so successfully, you will be asked to understand and interpret sources and put them in conversation with each other, as well as correctly document and attribute them. Overall, the general purpose of this class is to set you up for research and writing success in your future courses, both inside and outside of your major.

Course Goals

During this course, you will:

- Explore and refine research topics
- Find, evaluate and choose sources effectively
- Practice writing from primary and secondary research, developing different types of research projects that use fieldwork, library, and online research methods
- Demonstrate knowledge of the conventions of bibliographic citation
- Demonstrate an understanding of intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work.
- Draft, review, and revise multiple versions of a single writing project

Requirements:

Text book—Humanities 102, Introduction to Academic Research (through the Top Hat account)

Canvas—Please make sure that you have a Canvas account and that you are logged into the class on Canvas.

Webex account—Your synchronous classes will be held through Webex and you need to attend classes in the converged mode according to your allotment.

Assignments & Assessment

Your work in this course will be assessed for each piece of your large (10-12 page) research project. Early individual parts of this project (proposal, annotated bibliography/literature review, and synthesis) may be revised if you

- Use the Writing Center to review the draft with a Writing Center Consultant. You have to make the appointment with the Writing Center (slots will quickly fill up, so plan accordingly). This is mandatory. The Writing center opens on Jan 25th
- Meet your deadlines—the original assignment—including drafts for in-class workshops—needs to be turned in on time. It is really important to hand in the drafts or bring them into class on time.

Additionally, you will receive grades for class participation, informal class writings, and presentations as the class progresses.

If, at any point in the semester, you would like additional feedback from me, I will be happy to meet with you during my office hours or at another mutually agreeable time.

Additional Instructional Points:

At this level, it is assumed that you have a basic understanding of grammar, sentence structure, spelling and punctuation. Hence, we will use these skills to expand and develop a more precise proficiency in constructing arguments and conducting research. Working closely with these formats, we will gain important insights into how ideas and knowledge are currently generated, organized and disseminated within our society. *If your basic understanding of grammar, sentence structure, spelling*

and punctuation needs improvement, it is to your benefit to set up regular meetings (outside of class) with a Writing Center consultant to work on any/all of these areas.

Required Texts & Supplies:

Hum 102. Introduction to Academic Research. First Year Writing Program. Department of Humanities.

In addition, the following will be helpful.

The Purdue Writing Lab (formally the Purdue OWL): <https://owl.purdue.edu/>

A free **NY Times e-subscription** (available from the NJIT Library homepage)

A college-level **dictionary/thesaurus** (can be a free downloaded app)

A **laptop computer/tablet** to work on writing drafts or doing research on select days in class (please let me know if you don't have a laptop/tablet to bring to class. Writing on a smart phone poses difficulties for most writers).

A **variety of research resources that you will find on your own** via NJIT's databases and library resources to complete your individual research paper.

Assignments & Assessment: your grade breakdown is as follows:

Assignment	Assessment
Class Participation <ul style="list-style-type: none">Attendance, actively engages in discussion, informal and formal class writings, peer review workshops & deadline management. Completes assigned classwork and homework by due date.	20%
RESEARCH PROJECT	80%
Research Proposal	10%
Annotated Bibliography/Literature Review	20%
In class writing: Synthesis	10%
Oral Presentation with Research e-Poster/Visual	15%
Research Report/Project	25%

Grading and Grading Profile

Individual and group work will be evaluated according to NJIT's grading scale:

A = 90-100	B+ = 87-89	B = 80-86	C+ = 77-79	C = 70-76	D = 60-69	F = 0 – 59
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Assignments and Learning Outcomes

Participation, Punctuality and Attendance

You must be present to win—please make every effort to attend class. All students are expected to attend all regularly scheduled classes. Attendance will be taken regularly in the converged classroom. See the NJIT attendance policy:

<http://www.njit.edu/registrar/policies/attendancepolicy.php>.

Being that this is not a lecture course, your active engagement is required. To be actively engaged in the remote classroom means being on time and prepared to discuss the day's reading by having done the assigned work and having all necessary materials in class. Part of good course citizenship includes raising questions about the texts, responding to others' questions, proposing interpretations, and making connections between our assigned texts. In order to meet the requirement, you must contribute to the work of the day (including class discussion, peer review, group work, and in-class writing assignments). Texting or consulting your cell phone or other device--even briefly--takes you out of the class and negates participation for the day. Your active engagement is what will make our classroom meetings dynamic, interesting, and illuminating. Also, please be aware that the use of laptops

is not permitted unless cleared by the professor for a particular activity. Your level of engagement with the material will subsequently impact how much you get from the class. You are strongly urged to keep your videos.

You may miss up to one week of class (2 classes) without penalty. Every subsequent unexcused absence will result in a deduction of participation points. **More than five unexcused absences (three weeks of the course) will result in the automatic failure of the course.** Absences due to sickness are not excused absences. You have two scheduled absences. Use them wisely.

Students who expect to miss classes because of religious observance must submit to their instructors a written list of dates that will be missed by the end of the second week of classes (per university policy). Students are expected to make up missed work within a week.

Attendance on workshop days is mandatory. If you know in advance that you will miss one of these days, please meet with me to arrange an alternative solution.

Please contact your classmates for missed work. Take 5 minutes to meet 3 people and get their contact information.

Name: _____ Phone: _____

Email: _____

Name: _____ Phone: _____

Email: _____

Name: _____ Phone: _____

Email: _____

Please Note: All assignments, readings, etc., must have been prepared prior to class meetings on due dates. You must have your drafts printed to participate in workshops. Revisions of work must be accompanied, when submitted for evaluation, by all prior drafts.

Assignment Submission

All assignments must be submitted through Canvas by the time class begins on the day it is due. All drafts will be handed in as Google docs or submitted on Canvas. *I will not accept emailed work.* Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment sheets. **All assignments must contain your full name, course name and section/time.**

Late Work

Late work will be severely penalized (one grade per day—not class—late). Please plan well in advance.

Technology

If you need to get a hold of me, email is my preferred method. I will respond to your NJIT emails within 24 hours (often sooner). Please plan accordingly. Remember to maintain an appropriate tone in all school-related correspondences. This means to include an appropriate SUBJECT line and your NAME in all emails. I will not respond to emails that do not include the sender's name. Please make sure you let me know your class section.

Course Etiquette:

- **Please join class in a timely manner.** Tardy students are asked to enter quietly and not interrupt the class. Please do not share the reason you are late with the class. Disruptive members will be asked to leave.
- **Please use the chat to communicate in class;** you can also use your microphone. However, please remember not to disturb me or anyone else who is speaking at the time. If you have a question that is not connected to the class topic, you can ask the question later but please do not interrupt.
- **There are several one-on-one conferences in this class;** you must be present for them at the appointed time and you must do the homework for the conference.
- **Please mute yourself five minutes after entering the classroom.**
- **Save all your drafts. The research paper needs to develop out of something that we work with in the class.**
- **You may not audio or videotape any part of any class without prior written permission from your instructor.**
- Please come to class prepared to **participate!**
- Please switch the video camera on upon request.
- For group work, please participate and be polite.

- You Please **treat all students and the professor with respect**. It is certainly acceptable to not agree with others, but it is unacceptable to use rude behavior and/or foul language.

Online Course Resources (our Learning Management System)

Canvas: Access to all assignments, some readings, and class forums will be provided via the course Canvas site, <https://njit.instructure.com/courses/9277>. Please log into Canvas regularly to make sure you stay up-to-date with our class. Check under Modules for homework and readings; submissions will be under Assignments. Occasionally, students may get locked out of Canvas. Your professor cannot unlock this for you. Should this happen, please contact the Help Desk at **973-596-2900** or try to reset your password at: https://mypassword.njit.edu/cgi-bin/upr/passchange_default.php.

Academic Integrity

NJIT is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity.

NJIT's Academic Integrity Code embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. All projects and homework are to be completed individually unless otherwise specified.

The full text of the NJIT's Academic Integrity Code is available for your review at <http://www.njit.edu/doss/code-student-conduct-article-11-university-policy-academic-integrity/>

Special Needs

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations and/or contact Student Disability Services at 973-596-3420.

The Writing Center at NJIT, Remote only.

Spring 2021 hours: M-Th 11-7, F 11-4.

You can make an appointment here: <https://njit.campus.eab.com/>

The Writing Center is available for **FREE 40 minute individual and group appointments** with professional and peer writing consultants both onsite. This resource is intended to help you to improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs.

*Generating Ideas Developing Arguments
Any Level, Any Project, Any Class (including THIS class)
Oral Presentations & Conversation Practice*

*Working Through Drafts Revising Effectively
ESL Students Welcome
Personal Statements & Project Proposals*

This is a free service.

Writing Assignments: Since this is a composition course, you are required to write an annotated bibliography/review of the literature, research proposal, synthesis, and researched report/project which each student will present with a poster/visual. **Assignments must be handed in on time on Canvas! Late assignments will drop 1 letter grade for each DAY [NOT CLASS] they are late. Assignments more than one week late will not be accepted.** You must revise papers in this course, so it is smarter to hand in a completed draft on time then revise it later. If you are absent, contact and arrange to have someone hand in your work on time and post your work on Moodle.

FORMAT: All assignments must be handed in on Canvas, typed/word processed, double-spaced, no "weird" margins/fonts (1 inch margins; 12 point Times New Roman). All papers must have a creative title that gives your audience a clue about your subject matter. Make sure you spell check and proofread your work. Check for grammatical mistakes. Please use WORD documents.

Please keep all drafts to hand in at the end of the term so you and I can monitor your progress. **Do NOT discard ANY work from this course! Keep your drafts in a safe file. Never hand in the only copy of an assignment. Always keep a copy for your files in case something happens and an assignment is misplaced. This way you will always have a copy of something as important as a college assignment.**

Out of class assignments must be carefully saved. Save drafts of your paper so that you can show progress. Update your computer virus protection weekly and do weekly virus scans of your computer.

Revision: You can revise the Annotated bibliography and Final research paper based on my feedback and peer group feedback. However, in order to make your revision significant, **you need to do more than merely respond to my comments or corrections; must re-conceptualize your presentation (e.g. the logic, sufficiency, and clarity of your argument and the sources you cite).** Revision can improve your paper but putting in the commas where I said they go does not constitute a revision. **Revision means re-seeing and re-thinking along with re-writing!**

Conferences: I have scheduled two sets of conferences in the semester. If you have questions about your assignments, please come see me to talk about them. If office hours are not convenient, let me know and we'll work out another time to meet. You are welcome to contact me about any writing concern. During Writing Days, I will conduct mini-conferences with students who need extra help in class.

PEER GROUP WORKSHOPS: What is a Peer Group? You will be randomly placed into small groups (3-4 students) called peer response groups. You will meet with your peer groups during class (and occasionally outside of class) to discuss the drafts of the papers you will write for this course. Why? Most writers can benefit from some honest feedback from readers, and often writers form support groups to read and react to one another's work. Hearing reactions to your writing from more than one reader will help you judge the effectiveness of your work. Additionally, responding to the work of other writers will help develop your ability to read and revise your own writing. **Your drafts must be complete drafts in order for you to get credit for the peer group exercise.** Peer workshop days are not the time to brainstorm; rather, it is the time to have peers reflect on what you have already written and to help you progress to the next stage of writing—revision. This stage cannot be done if your paper is incomplete. If your paper is not finished on a peer group day, you will receive one absence for the class period. **It is critical that everyone be present and ready to participate on peer group days. At the end of each peer group review, you will write a reflection based on the review you have received.**

PEER GROUP ETIQUETTE: There are no real rules to peer group workshops, but there is a certain etiquette. Please be familiar with the following information. You will be asked to find at least 3 items you liked about the paper and 3 items where the author needs improvement (with some suggestions from the group).

1. **Be timely.** That is, make sure that everyone's writing is given equal time. This is done by dividing the number of people in your group by the amount of time we will be spending on a particular day in our peer groups. If you manage not to respond to everyone's paper, it is the group's responsibility to arrange time outside of class to meet to finish the workshop. Think of how you would feel if you were the one whose paper wasn't critiqued. If you finish early, please use the extra time to go back and look at the drafts again.
2. **Be quiet when your work is being discussed.** If time permits, you may ask questions of your peers after everyone's work has been discussed. Just listen when your work is "on the floor."
3. **Be honest but POLITE & TACTFUL.** There is no value in demeaning a peer's work or in personally insulting a peer. Do your best to respond tactfully (as you would wish to be responded to by your peers). **Never say, "This sucks, what are you doing in college?" (or the equivalent).** If you can't find anything positive to say, ask to assist the group.
4. **Do NOT tell a peer that his/her paper is "fine" and s/he does not need to change anything!!!** All writing can be improved upon. Take a look at the textbooks you bought for this semester. Notice how many of them are in the first edition. Most published textbooks go through many revisions. If professional writers can revise their work, all of our work can be revised.

Tentative Syllabus
(Subject to Change with Written Notification)

Week 1	W 1/20	Introduction/Syllabus. In class reading; what is a research project.
	F 1/22	Discussing Greene: Argument as Conversation) Discussion: Sample Final Paper
Week 2	W 1/27 F 1/29	1. Discussion: Article: https://www.nytimes.com/2020/07/14/magazine/covid-19-public-health-texas.html How to find the Main Argument and supporting argument 2. What is Research Writing? Researching a Topic is Research

Week 3	W 2/3 F 2/5	<ol style="list-style-type: none"> Read the following two articles related to COVID and interpretation of data for an in class activity <ul style="list-style-type: none"> https://www.futurehealth.live/blog/2020/2/10/coronavirus-dataviz-sucks https://hub.jhu.edu/2020/09/01/comorbidities-and-coronavirus-deaths-cdc/ Reading and Brainstorming for research topics-bringing in articles to class Group presentations on assigned articles
Week 4	W 2/10 F 2/12	<ol style="list-style-type: none"> Thinking Tool: Choosing a Topic (Assign proposal) Text Book Chapter 3 From Research Topic to a Problem, Assigned homework in book. Class discussion. Big 6 questions. Start working on concept maps <p>Writing day</p>
Week 5	W 2/17 F 2/19	<ol style="list-style-type: none"> One on one conferences—finalizing your research question PEER WORKSHOP: Upload a completed copy of your Proposal (in hard copy) to canvas for a workshop. Failure to upload your completed proposal will earn you an absence.
Week 6	W 2/24	<ol style="list-style-type: none"> Bring 2 popular sources to class, Summarize, paraphrase, quote. Group work. <p>Reading: Text: sample essays Start collecting research articles/literature for your literature review as you write your proposal PROPOSAL ASSIGNMENT DUE first draft. (late papers severely penalized). Annotated bibliography assigned –assignment sheet</p>
	F 2/26	What is an annotated bibliography? How to write it? In depth and shallow reading of articles (Text book)
Week 7	W 3/3	Homework: Search for sources for annotated bibliography
	F 3/5	Argument and Counter argument workshop: Assign readings. Homework: summaries of 2 peer reviewed articles
Week 8	W 3/10	Homework: Summaries of a total of 4 peer reviewed articles
	F 3/12	Read: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html https://guides.library.cornell.edu/annotatedbibliography In class: Annotated bibliography workshop
Week 9	W 3/17 F 3/19	WRITING DAY to work on your Annotated bibliography (Goal to finish total of 8 peer reviewed articles) In class: Learning to cite sources (APA/MLA) Work on introduction of annotated bibliography
Week 10	W 3/24	Readings from text book.
	F 3/26	First draft of annotated bibliography due and Peer Workshop
Week 11	W 3/31	Final copy of annotated bibliography due Assign final research paper Workshop: Quoting, Paraphrasing, Summarizing Reading: Bruce Ballenger The Curious Researcher Chapter 3 http://engl498-vonmorze.wikispaces.umb.edu/file/view/Ballenger+-+Curious+Researcher+chapter+3.pdf

	F 4/2	NO CLASSES: EASTER BREAK
Week 12	W 4/7	Conferences: Annotated Bibliography + Outline of your paper Develop research paper—emphasis on organization, introduction, conclusion. Readings: TBA Developing the thesis: https://2012books.lardbucket.org/books/writers-handbook/s10-drafting.html
	F 4/9	In Class Writing Assignment --Synthesis
Week 13	W 4/14 F 4/16	**** Library day. Reverse Outlines How to craft a strong conclusion Read: https://writingcommons.org/open-text/writing-processes/organize/organize-structure/397-how-to-write-a-compelling-conclusion Group work—reading peer reviewed articles, discussion of chapter 5 (Top Hat text)
Week 14	W 4/21	Research paper, draft 1 due. Peer review workshops In class: Reverse outlines Purdue Owl https://owl.purdue.edu/owl/general_writing/the_writing_process/reverse_outlining.html
	F 4 /23	Discussion of poster and conclusion. Visual arguments with examples
Week 15	W 4/28	Conferences draft 2: one on one meeting
	F 4/30	Conferences draft 2: one on one meeting
Week 16	W 5/5	Presentations
	W 5/7	Presentations
Week 17	M 5/12	Presentations/Course Wrap-Up: All final papers due THERE IS NO FINAL EXAM IN THIS COURSE!